R E P O R T R E S U M E S

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THE ROLE OF UNIVERSITIES IN DEVELOPMENTAL PROGRAMS, THE LAND GRANT IDEA--ANNOTATED BIBLIOGRAPHY OF SELECTED READINGS.

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LEADERSHIP IN AGRICULTURAL AND RURAL DEVELOPMENT OF NEW NATIONS CAN BE PROVIDED BY UNIVERSITIES, FOLLOWING THE EXAMPLE OF THE LAND GRANT COLLEGES OF THE UNITED STATES. THREE ROLES ARE SUGGESTED FOR UNIVERSITIES IN DEVELOPING COUNTRIES--(1) THE EDUCATION OF AGRICULTURISTS, VETERINARIANS, AND TECHNICIANS WHO CAN APPLY THEIR KNOWLEDGE TO FARM PROBLEMS AND DEAL WITH THE BROADER PROBLEMS OF PLANNING AND PROGRAM IMPLEMENTATION, (2) THE DEVELOPMENT AND IMPLEMENTATION OF AGRICULTURAL RESEARCH PROGRAMS BUILT AROUND THE TESTING OF SCIENTIFIC THEORIES, THE APPLICATION OF RESEARCH TO THE SOLUTION OF PRACTICAL PROBLEMS, AND VERIFICATION OF RESEARCH FINDINGS UNDER PRACTICAL FARM CONDITIONS, AND (3) DISSEMINATION OF AGRICULTURAL INFORMATION AND RESULTS OF RESEARCH TO THE FARMER, EITHER THROUGH AGENCIES ALREADY WORKING WITH FARMERS OR BY RADIO, MAIL, NEWSPAPER, FARMERS' MEETINGS, AND TRAINING COURSES FOR TECHNICIANS AND FARMERS. THIS ANNOTATED BIBLIOGRAPHY, WITH MOST REFERENCES PUBLISHED IN THE 1960'S, ENCOMPASSES BROAD PHILOSOPHIC VIEWPOINTS ON THE IDEAL ROLE OF A UNIVERSITY, AS WELL AS SPECIFIC DETAILS OF THE FUNCTIONING OF EXISTING UNIVERSITY SYSTEMS IN BOTH ADVANCED AND UNDERDEVELOPED COUNTRIES. SEVERAL REFERENCES DEAL WITH THE EXPERIENCES OF LAND-GRANT TYPE UNIVERSITIES IN BOTH SETS OF COUNTRIES. A SUPPLEMENTARY LIST OF UNANNOTATED REFERENCES DRAWN FROM OTHER BIBLIOGRAPHIES IS ATTACHED. (AJ)

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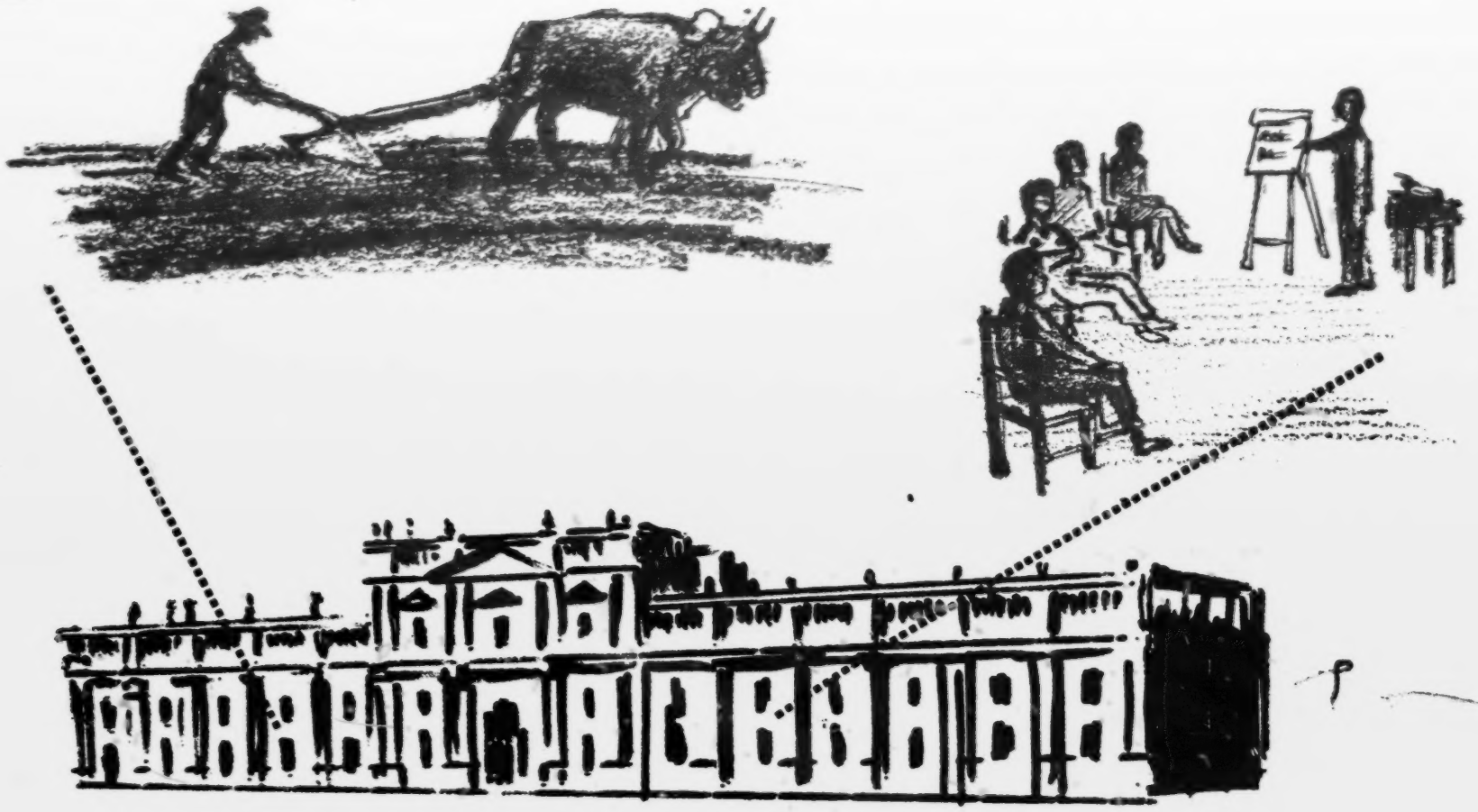

ANNOTATED BIBLIOGRAPHY OF SELECT READINGS

THE ROLE OF UNIVERSITIES IN DEVELOPMENTAL PROGRAMS
THE LAND GRANT IDEA

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INTRODUCTION

The importance of agricultural and rural development in the advancement of levels of living in low income countries is increasingly recognized as new nations gain experience in economic development processes. But agriculture cannot fulfill its role unless it is provided with the kind of institutional leadership which will ensure:

1. Systematic and continuous discovery of new ideas and technologies,
2. Supply of needed material inputs,
3. Diffusion and adoption of new knowledge by the mass of people engaged in farming and other related industries, and
4. Cadre of manpower trained adequately both in terms of numbers and quality to shoulder research, training, extension education and other service responsibilities.

An extremely important question to explore in this context is the type of institutional arrangements which are best suited to undertake these challenging tasks of development. One such institution which has lately attracted worldwide attention from this angle is the university systems of these countries. Many hold the view that with some basic structural and functional changes, these universities should be in a position to make more positive impact on the agricultural development efforts. The American land-grant university has accordingly received a rather hard look as the possible model for patterning the desired changes. There is a demonstrated urge and desire on the part of these countries to learn more about the applicability of the land-grant approach to their problems. Some evidence of this is the fact that in 1964 the United States Agency for International Development had between 150 and 200 million dollars worth of contracts in effect with over 100 American universities working in developing countries in all parts of the world.[1]

In many of these countries a number of new universities have been established subscribing to the land-grant system philosophy, thus gaining some useful initial experience of working with such types of institutions. The development, however, needs to be carefully analyzed. As in the words of Erven J. Long, it calls for the creation of some new and radical modifications of many existing social and cultural institutions, not normally considered a part of the formal institutions of agricultural science, technology and service. Without such changes institutions of science will remain external skin grafts adhering to, but not participating effectively in, the development of the societies of which they are a part.[2]

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1. Hannah, H. W., "Resource Book on Rural Universities in the Developing Countries," University of Illinois Press, Urbana, 1966, p. viii.

2. Long, Erven J., "Institutional Factors Limiting Progress in the Less Developed Countries," in Albert H. Moseman (ed.), Agricultural Sciences for the Developing Nations, American Assoc. for the Advancement of Science, Washington, D.C., 1964.

The Emerging Role[1]

The function of the university in the solution of problems of society through the application of scientific knowledge and technology is a movement unique to the last 100 years. The present concept of the modern university as a seat of learning and training for the professions, as a place where new knowledge is sought and scientific theories are continually tested through research, and as a system of educational service to the people in the solution of problems actually emerged out of the industrial and agricultural revolution of the 19th Century.

The existence of problems and conditions resulting from an agricultural economy which saw a mass immigration to our country, the depletion of soil resources through intensive cropping and social and cultural disadvantage for the rural and industrial masses, pointed vividly to the need for a program of science and technology that would apply to the problem of the working classes. The need for educating the working class, the farmer, the teacher and the artisan to fulfill their professional and citizenship responsibility led to the systematic development of an educational movement encompassing the common primary school, the secondary school for a large mass of the youth, a university education available to many and a system of informal adult educational organizations. Out of these conditions grew the Land Grant College movement. The Land Grant College movement provided for federal assistance to state governments for the establishment of a university in each state. The purpose of this university was to offer instruction in agriculture and mechanic arts to train students in the professions of agricultural and engineering sciences at the university level. The establishment of a university in each state in the late 1800's for the purpose of teaching scientific agriculture was followed by a need for a body of knowledge to build up the scientific disciplines and as content for university classes. This gave rise to the second responsibility of the Land Grant College, the research role. Through federal and state joint efforts, an experiment station was added to each state university. Results of such scientific research were immediately applicable to practical problems of agriculture. The third aspect of the Land Grant College system then was the development of a system of service to the people through an Extension Service. The Extension Service was established as part of the university system to disseminate agricultural information to the people on the land in the solution of practical problems. This system of public service in agricultural problems emerged as a significant role of the university and provided a means of applying research to the improvement of agricultural and social conditions in rural areas.

The Present Function[2]

From the growth of this total concept has emerged the modern university which is recognized throughout the world as having an application to the development of agriculture in a scientific as well as a practical way. The role of the modern agricultural university is recognized as having a responsibility ranging all the way from conducting highly scientific research in the application of such concepts as genetic theory to the

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1, 2. Excerpts from Duncan, James A., "The Role of the University in Brazil in the Development of Agriculture," presented at a seminar at the University of Santa Maria, Santa Maria, Rio Grande do Sul, November 23, 1965.

development of seed varieties, to working directly with the farmer on the land in the cultural practices necessary in efficient production of crops from these seeds. The question now is what can be the role of a university in the development of the agricultural economy of a region?

The following roles are suggested for universities in developing countries:

1. The education of highly trained agriculturists, veterinarians and technicians who are aware of the practical problems of agriculture and can make direct application of their knowledge to the problems of the farm, and who can also deal with the broader problems of planning and program implementation.

2. The development and implementation of agricultural research programs under the vigorous leadership of the university. These research programs should be built around the testing of scientific theories in the search of new knowledge, the application of research and systematic study in the solution of practical problems and verification of research findings under practical farm conditions.

3. A system of providing scientific agricultural information and results of research findings through a service to the farmer. This can be in the form of disseminating research results directly to action agencies already working with farmers or by direct dissemination of information through mass media of radio, newspaper, direct mail, farmers meetings, training courses for technicians, farmers, etc.

Each of these three suggestions represent a phase of university development which is universally accepted throughout the world and is in different stages of development in various countries. The existence of these three responsibilities within a university operating in an integrated manner is essential to a successful university and to the orderly development of an agricultural economy.

For those interested in this basic issue, the following bibliography of materials is suggested as a useful study reference. A number of important readings have been annotated. They encompass within their scope broad philosophic viewpoints on the ideal role of a university, as well as specific details and diagnostic treatment of the functioning of existing university systems in both advanced and underdeveloped countries. A number of references deal with the experiences with land-grant type universities in both sets of countries.

A supplementary list of unannotated references drawn from other bibliographies relevant to the subject is also attached. The compilation is exploratory in nature and can be further expanded and systematized.

BIBLIOGRAPHY

Part I - Annotated References

Ducret Bernard and Rafe-uz-Zaman (eds.), The University Today, Its Role and Place in Society - an International Study, World University Service, 13 Rue Calvin, Geneva, Switzerland, 1960, pp. 333.

LB 2321 D8, University Library

Published under the auspices of UNESCO, the book is a compilation of studies involving the central theme that the university of today can no longer live its own life aloof from the pressing problems of society. The studies were undertaken by the World University Service and are based on the contributions from a number of leading figures in higher education. The specific subjects dealt with include professional training and general education, the university as a center of research, the cultural function of the university, autonomy of the university and the university community - partnership and cooperation.

A selected bibliography of additional materials is also included.

Jaspers, Karl, The Idea of a University, Beacon Press, Beacon Hill, Boston, 1959, pp. 135.

LB 2321 J32, University Library

This book was previously published in German under the title, "Die Idee der Universitat," and is a profound exposition of the great German philosopher's ideas about the real nature and purposes of a university. Jasper's thesis, as presented in this book, is that in any true university three things - academic teaching, scientific and scholarly research, and creative cultural life - are indissolubly linked to each other and that each of these activities will wither and decline in the long run if separated from the others. Chapters dealing with the objectives of the university, the university as an institution and the state and society are particularly relevant for developing an appreciation of the role that universities should play in accomplishing social progress.

Fischer, Joseph, Universities in Southeast Asia, International Education Monographs No. 6, A Kappa Delta Pi Publication, Ohio State University Press, Columbus, 1964, pp. 133, $1.75.

LA 1057 F5, University Library

The monograph is a preliminary essay on the possible uses in under-developed countries of the university as a unit of social-science analysis and comparative research. It is not intended as a systematic survey of major universities in southeast Asia, nor does it present any overall description of higher education in this region.

Mr. Fischer brings a specialist's knowledge to this study of the university in southeast Asia as the logical beginning for an examination of the relationship between educational systems and political, social and economic activities. There is an emphasis on post-1945 developments and the role of universities in national development. The author uses the structural-functional orientation in social sciences as his methodological framework for the selection of universities included in the study. The discussion on the developmental role of the university centers around the following six functions:

1. The university as an agency of change.
2. The university as an instrument for social mobility.
3. The university as an agency for the transmission and preservation of culture.
4. The university as an agency of socialization.
5. The university as an instrument of acculturation.
6. The university as an agency for producing potential elites.

The monograph includes an appendix carrying faculty and student enrollment statistics in the selected universities and a short bibliography of related materials for further study as classified according to country origins.

Thomas, M. M., The Idea of a Responsible University in Asia Today, The World's Student Christian Federation, 13 Rue Calvin, Geneva, 1954, pp. 156.

LA 1058 T45, University Library

This is an interpretative report of the Asian University Teachers' Consultation held at Bandung (Indonesia) in December, 1951. The consultation was sponsored by the World Student Christian Federation to consider the fundamental problems of the nature and function of the University in Asia today.

The report is made up of two parts. Part I is an interpretation by the author of the discussions on various questions raised in the conference. Part II consists of the main papers, summary of discussions and the commission findings of Bandung. Papers on the university situation in the west are also appended.

Topics dealt in the various papers include such things as the nature of the university and its function in society, the university as a community, the function of university and the ideal of community.

Barnard, Henry, Superior Instruction - An Account of Universities and Other Institutions in Different Countries, Office of American Journal of Education, London, 1873, pp. 896.

The volume is composed of chapters on superior instruction in different countries of Europe and gives a comprehensive survey of the related institutions in the middle 19th Century. The book has mainly a historical value. A brief account of the significance of the term "university" (Pages 385-391) is rather interesting.

Chambers, M. M., Universities of the World Outside U.S.A., American Council on Education, Washington, D. C., 1950, pp. 924.

LA 183 C48 2, University Library

The handbook presents descriptions of the organization and operation of university level institutions in most countries of the world outside the U.S.A. The volume is divided in two parts. Part I includes discussions on such topics as the role of universities, universities in world-wide cultural cooperation and higher education as viewed regionally in different parts of the world. Part II is composed of national exhibits of facts and figures pertaining to more than 2,000 institutions of higher education in more than 70 countries and localities outside the U.S.A. The data has only a historical significance.

Gaudino, Robert L., The Indian University, Popular Prakashan, Bombay (India), 1965, p. 268.

LA 1153 G3, University Library

Dr. Gaudino makes a comprehensive diagnosis of the organization and functioning of university education system in India. Chapter I gives a broad account of socio-cultural setting of the Indian society, the influences of which are traced through the peculiar pattern of the university institution in latter chapters. In discussing the organization and other functional aspects of universities in India, Dr. Gaudino always keeps the interplay of cultural and human factors in a sharp focus.

Husain, Zakir, The Dynamic University, Asia Publishing House, Bombay (India), 1965, p. 119.

LA 1153 H8, University Library

The book is a collection of university convocation addresses delivered by Dr. Zakir Husain - now the President of India. The themes covered are varied in nature and range from ideas dealing with the broad purposes of education and conception of a true university for the future to such specific topics as the need for effective liaison between research and farming.

Ministry of Education, Gov't of India, The Report of the University Education Commission, Vol. I, Govt of India Press, Delhi, 1950, pp. 747.

LA 1153 A532 1, University Library

The report of the commission set up in 1948 deals comprehensively with the aims and objects of all aspects of university education and research in India. Much of the present day university system in India has followed the pattern recommended by the Commission. Chapters dealing with the historical development of university education, current problems and future directions provide an exhaustive framework for understanding the social role and responsibilities of a university as seen in the Indian context. The current developments in setting up agricultural universities in various parts of India owe their origin to the ideas presented first in this report.

Naik, K. C., Agricultural Education in India, Indian Council of Agricultural Research, New Delhi (India), 1961, pp. 178.

S 535 I5 N3, University Library

The book is essentially a ready reference volume dealing with the nature and scope of organization and functioning of a large number of agricultural education and training institutions developed in India up until the time of the publication. The factual information presented in the book can be very helpful to get an idea of the existing status and the vast ramifications built into the total agricultural education system in India. The institutions dealt with are: the Indian Council of Agricultural Education; Agricultural Universities, Post Graduate and Undergraduate Colleges, Dairy Education; Home Science Colleges, Rural Institutes, Extension Training Centers and Vocational Agricultural Schools. A separate chapter is devoted to a description of the support that land-grant universities in the U.S.A. are providing to strengthen counterpart institutions in India.

The appendices included in the book give a summary of recommendations made at various seminars on teaching methods and other connected issues having a bearing on the effectiveness of agricultural teaching programs at college and university levels.

The book, however, needs to be up-dated.

Allen, Herman R., Open Door to Learning - The Land-Grant System Enters Its Second Century, University of Illinois Press, Urbana, Illinois, 1963, pp. 193.

The materials presented in this book are based on reports of twelve different centennial study groups both from within and without the land-grant system. Present performances in various educational areas are critically evaluated and specific recommendations offered for changes and improvements.

Kellogg, Charles E. and David C. Knapp, The College of Agriculture Science in the Public Service, McGraw Hill Book Co., New York, 1966, pp. 237.

"This book is one in a series supported by the Carnegie Corporation in the interest of improving American education. The authors have attempted to explore the principal adjustments being made by colleges of agriculture to meet modern agriculture's challenges of research, education and service.

"The chapter dealing with extension will be of particular interest to extension workers. Attention is given to adjustments in future extension programs, the need for excellence in specialist services, training of extension personnel, the integration of white and negro extension services and mergers of university and cooperative extension services." As reviewed by Jozue Serfontein in Journal of Cooperative Extension, Vol. V, No. 1, Spring 1967, pp. 67-68.

Shannon, Theodore J. and Clarence A. Shoenfeld, University Extension The Center for Applied Research in Education, Inc., New York, N.Y.

The authors recognize extension as the "third function" of the new American university. A chapter is devoted each to General Extension and Agricultural Extension. Ten factors critical to an effective university extension process are identified and discussed. --- As reviewed in Journal of Cooperative Extension, Vol. IV, No. 1, Spring 1966, p. 63.

Ericson, E. C., Public Leader and Faculty Attitudes on University Research and Extension, Washington Agricultural Experiment Stations Bulletin 654, Washington State University, Pullman, Washington (undated) and

Ericson, E. D., Agricultural Leaders' Opinions on Extension and Research, Washington State Experiment Stations Circular 434, Washington State University, Pullman, Washington (undated).

The pair of Washington State studies concern themselves with the role of the university as perceived by public leaders, agricultural leaders and the faculty. The respondents expressed opinions with respect to such questions as the emphasis on basic research, coordination of all university extension programs, expansion of extension into urban areas, and whether or not agricultural extension should be limited to a production-type program. --- As reviewed by Robert L. Bruce in Journal of Cooperative Extension, Vol. IV, No. 3, Fall 1966, pp. 180-181.

The New Challenge in Lifelong Learning, Resolutions and Proceedings of a Conference on the Future Role of the University in Relation to Public Service, University Extension, University of California, Los Angeles, Calif., 1965, pp. 79.

The conference report comprises nine papers. The framework has four major topics: history of University and Agricultural Extension; role of

the State University in Public Service; predictions of changes related to population, income, learning obsolescence and amount of leisure as these may affect extension in the next 35 years; projections for population, natural resources, education and demand for regular college and graduate study. --- As reviewed in Journal of Cooperative Extension, Vol. IV, No. 3, Fall 1966, p. 191.

Hannah, H. W., Resource Book for Rural Universities in the Developing Countries, University of Illinois Press, Urbana, 1966, pp. 375.

S 531 H3295, Agricultural Library

The resource book is the first of its kind outlining in detail the philosophic basis, structure and operating procedures for the land-grant type rural universities already set up or proposed in many developing countries of the world. The threefold purpose of this book, as identified by the author, is (i) a meaningful expression of the underlying principles and assumptions of a land-grant institution, (ii) an explanation and discussion of the general structure best adapted for the promotion of these principles, and (iii) making available a reservoir of detailed and factual information about the internal organization and functioning of such a university. The introductory chapters deal with the role of agricultural education in economic development and the purpose and need for new rural universities. Subsequent material related to the specifics of structure and operating procedures suggested for such a university. Three separate chapters are devoted to a discussion on the scope of teaching, research and extension activities which may be entrusted to the agricultural university. The book closes with a chapter on some observations relative to the agricultural universities in action in the developing countries. For a comparative study of the organization and functions of the new universities, Appendix C will be found particularly helpful.

Materials included are based on visits with 16 institutions in 14 countries of Africa, Asia and Latin America, a questionnaire sent to a number of other institutions and assistance from a group of advisors.

Moseman, Albert H. (Ed.), Agricultural Sciences for the Developing Nations, Publication No. 76 of the American Association for the Advancement of Science, Washington, D. C., 1964, pp. 221.

S 523 M9, Agricultural Library

Agricultural Sciences for the Developing Nations is based on materials presented in a symposium organized by the Section on Agriculture of the American Association for the Advancement of Science held during the 130th annual meeting of the Association in 1963.

The symposium was devoted to the role of agricultural science and technology in the acceleration of economic progress in newly developing countries and covered four major topics: (1) characteristics of agricultural systems in emerging nations; (2) research to devise and adapt innovations;

(3) education and development of human resources; (4) establishing indigenous institutions to serve advancing agriculture.

The book provides some extremely helpful background of experiences for use of agricultural planners particularly on questions of institutional development.

REVIEWS OF CONFERENCE PROCEEDINGS

"National Development and the University," Published by Council on Higher Education in the American Republics, Institute of International Education, New York, 1965, pp. 50.

Second in the series of council publications, the present monograph is a report of the symposium held under the auspices of the Council in Lima, Peru in 1964. The contents are based on tape recordings of discussions between University executives from North and Latin American, on a number of topics concerning relationship between education and national development. Harbinson's and Myer's book entitled, Education, Manpower and Economic Growth provided a central point of reference to the symposium.

"Educational Exchange in the Economic Development of Nations," Published by Committee on Educational Internchange Policy, New York, 1961, pp. 25.

The Committee on Educational Interchange Policy, established by the Institute of International Education brings out in this brochure some interesting issues relating to the implementation of educational or development exchange programs between different countries in the world. The main points discussed are the concept of a development exchange program, principles relevant to the planning of such programs, and policy implications for the sponsoring countries and the countries providing the institutional facilities for the training intended through these programs.

"Agriculture and the University," Published by Council on Higher Education in the American Republics, Institute of International Education, New York, 1965, pp. 236.

The report is third in the series published by the Council on Higher Education in the American Republics and is based on the discussions held in two separate seminars organized by the Council on problems of agricultural education in Latin American countries. The many interesting topics discussed in the seminars included the university'd role in agricultural education, agricultural education in Latin America today, development of land-grant colleges and trends and problems of U. S. agricultural education. One of the papers was exclusively devoted to the question of integrating teaching, research and extension and the application of the land-grant concept in Latin American countries. Resources, facilities and faculty size and costs of agricultural education in North American and

Latin American countries are also compared. Problems of curriculum development, specialization and graduate and continuing education in agriculture also receive adequate attention in the report.

Ashly, Eric, "Universities: British, Indian, African," Harvard University Press, Cambridge, Massachusetts, 1966, pp. 558.

378 A823, University Extension Library

The book is a combination of sociology and history of education. It traces, largely from unpublished material, the history of British policy for "export" of universities from the early nineteenth century to 1965, and sketches in the background of academic opinion in Britain during mid-nineteenth century (when the first Indian Universities were founded) and the mid-twentieth century (when the first tropical African universities were founded).

The book discusses the controversial question of adaptation to African conditions of curricula and patterns of academic government and also includes an essay on academic freedom and autonomy as it has developed in Britain and as it is found in Africa. Finally, it provides all from first hand experience, comparisons with other patterns of higher education in Africa, in Ethiopia, the French Community, the Congo, and the "Bantu" colleges of South Africa.

This book is well documented and well indexed.

"The University Looks Abroad," A report from Education and World Affairs, Walker and Company, New York, 1965, pp. 300.

LB 2361 E38, Memorial Library
370.196 E24, University Extension Library

A perceptive report analyzing the experience of six selected American universities (Stanford, Michigan State, Tulane, Wisconsin, Cornell and Indiana) in International development programs. The introductory chapter sums up the purpose of the report and also raises some pertinent questions regarding problems which universities in developed countries face as they move toward progressively wider involvement in the area of world affairs. The concluding chapter is devoted to a discussion of some pertinent issues arising out of the international development experience of the 6 selected universities. The book also includes an extensive bibliography.

Weidner, Edward W., "The world Role of Universities," McGraw-Hill Book Company, Inc., New York, 1962, pp. 366.

A thoughtful analysis of the world role of universities, as mediums of creating greater understanding among peoples and as emissaries of

knowledge. The author uses the exchange programs of American universities to illustrate the problems and challenges this type of undertaking presents to universities throughout the world.

The first three chapters provide a background for the study by examining the differences between higher education in the Unived States and in other countries and by commenting upon the problems these differences create for university exchange programs. The next eleven chapters examine specific exchange programs.

The two final chapters discuss the implications of the study and make proposals for future exchange policies.

The book also includes a bibliography concerning the material in this field. The information analyzed in the book was collected through four years of intensive field and documentary research by an experienced team of social scientists.

Olubumo, A. and J. Ferguson, "The Emergent University," Longmans, Green and Company, New York, 1960, pp. 122.

LB 2321 048, Memorial Library

The book is intended to explain to the general public the real nature of a university. In Chapter 1, the authors discuss briefly the history of different university types and traditions such as Greek and Roman, Medieval, Oxford and Cambridge, U.S.A., Ancient Chinese and Arabian institutions of higher learning. It is followed by a chapter on the Nature and Function of a University. The rest of the book is devoted to an analysis of the University system of education in Nigeria. Comments on the "Ivory Tower" concept of a university in Chapter 4 are quite instructive.

Humphery, Richard A., ed., "Universities and Development Assistance Abroad," American Council on Education, Washington, D.C., 1967, pp. 196.

LB 2283 H84, Memorial Library

This volume of essays is concerned with a variety of problems that have developed in the relations of American universities and the federal government in the area of transactional educational affairs. Various authors reflect upon the future of international education in the light of the experience of twenty years of exchange and development assistance provided by the United Stated to many overseas nations. The book is particularly useful to focus attention on colleges and universities in the U.S.A. on the potentialities as well as the problems of institutional commitment abroad.

Harbinson, Frederick and Charles A. Myers, "Education, Manpower and Economic Growth: Strategies of Human Resources Development," McGraw-Hill Book Company, New York, 1964.

Analyses economic, political and social development from the point of the education, training and motivation of human resources and focuses upon human resources as the point of departure.

Part II - Supplementary List of Unannotated References

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2. American Association for Land-Grant Colleges and State Universities. Proceedings 75th Annual Convention, Centennial Convocation, Vol. II, Reports of International Study Groups.

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REVIEWS OF JOURNAL AND NEWS MEDIA

AICC Economic Review, Nov. 15, 1963, "Role of Agricultural Universities in Extension Programme" by Shri G. B. K. Hooja.

Extension should be fully integrated with teaching and research organizations so that a smooth and effective flow in the results of research and of the training programs to the cultivators be possible, and the problems of the cultivators may similarly be transmitter back to the teaching and training centers for being tackled promptly and effectively. To facilitate free flow of information and consideration of problems, personal contacts and minimal understanding should be promoted by the teachers, extension workers and research personnel.

Agricultural Research (Source not identified)

Adequate contact with the agricultural extension workers should be established to bring about a two-way traffic between the farmer and research institutions.

Agricultural research carried on in different states should be coordinated.

Delhi's heavy land makes for drab uniformity. Colleges must have freedom to devise own programs. by V. V. John (Dir. of Ed. Rajastham) (Source unidentified).

University Role in Nation's Growth, by G. B. Pant (The Hindu Weekly Review), March 21, 1960.

The university has four functions: (1) the cultivation and advancement of learning, (2) the cultivation of those qualities which will prepare the scholars for the intellectual, social and moral leadership of the community, (3) the conservation of enrichment of the cultural heritage and tradition, and (4) preparing the scholars to realize their occupational and professional ambitions. These functions cohere with the needs of society and also of the individual.

The university is a place of learning of social and moral and spiritual development. "The transformation of a stagnant past into a dynamic present to assure a brighter future."

The Role of the University in Research and Public Service, by Charles J. Hitch, Asian Student, Vol. 15, No. 19, Jan. 28, 1967.

There are three major missions of the modern university: research, teaching and public service - interdependent and mutually reinforcing, static while alone, dynamic in combination, these missions give a modern university its unique strength - there is provision for the discovery, communication and application of knowledge. The university which tries to maintain itself as an island of learning in a sea of ignorance runs the great risk of becoming irrelevant. The university also provides cultural leadership in the community - a flow of creative ideas.

The rise in efficient productivity (in the field) is a direct result of the application to the farm of university developed science and technology. Extension serves as the field arm of the Agricultural Experiment Station often becoming part of the applied research effort.

The university is an agent of change and development.

The Future of Asian Universities, by Carols P. Romulo, The Asian Student, Vol. 15, No. 26, March 18, 1967, p. 5.

The pursuit of learning, the search for truth and the transmission of knowledge are their primary concern.

Their curricular and advancement programs have to be related to the peculiar realities of the national culture - education cannot proceed apart or isolated free from social needs.

While our societies demand of their governments the benefits of the technology of the west, they are sometimes suspicious of the innovations, the new ideas and the radical actions that are usually initiated in our universities.

Awesome and challenging as it may sound, the university in Asia cannot help being a source and promoter of freedom itself, for only thus can it maintain its mission of teaching what mankind has learned, and still discover what people have yet to know.

Personal Observations on University Cooperation and Asian Development, by Dr. Hazdu Williams, The Asian Student, Vol. 15, No. 20, February 4, 1967, p. 5.

The modern university's performance must be enriched by international cooperation.

In meeting the national and regional needs for development, universities everywhere must be a part of the society and responsive to community and public needs.

The Role of Universities in Legal Development in Asia, by Zelman Cowen, The Asian Student, Vol. 15, No. 23, February 25, 1967.

Better legal education and responsibility for research activity should also maintain close contacts with the greater established law schools of the world. What is required all over developing Asia is the acceptance of a dynamic, functional view of the law and of the need for a legal profession which has a strong sense of responsibility to the society in which it exists. The universities have a decisive role in this.

New Patterns of Inter-University Cooperation in Natural and Physical Sciences by S. L. Chien, The Asian Student, Vol. 15, No. 21, February 11, 1967.

Summer sessions and seminars and the science research centers are the main patterns of inter-university cooperation.

Inter-University Cooperation in Area Programs and the Social Sciences: Asian Problems and Prospects, by Cho-Ming Li, The Asian Student, Vol. 15, No. 24, March 4, 1967.

As Asian countries are brought closer together in the future, we can expect that there will be an increased awareness of the need of still greater information about neighboring countries. These developments will in turn encourage the creation of additional area study programs.

The Humanities in Asian Universities, by I. H. Qureshi, The Asian Student, Vol. 15, No. 25, March 11, 1967.

It is a matter of grave concern that there has been a serious decline in achievement to the higher values and verities of life. The period after the Second World War has been an astonishing development of technology and a woeful undermining of loyalty to human values. The importance attached to economic and technical development without an equal emphasis on the acquisition of an appreciation of the values enriched in the humanities has played an important role.

University Roles in Adult Education, Russel D. Robinson, Adult Leadership, Vol. 15, No. 2, June 1966.

The role of the university must extend far beyond the ordinary extension type operation. Its research findings and talents must be made available to the community.

A third general function of universities in adult education might be called community development. Here the university seeks to become an integral part of the community, to help the community think through its problems, select alternatives and carry out a program that meets the need of the community.

The University, Adult Education and the Age of Technology, by Emmanuel G. Mesthene, Adult Leadership, Vol. 15, No. 4, October 1966.

The big implication of the technological age is that careers, stocks in trade, will henceforth be shorter-lived than people. Emphasis should be on "continuing education" rather than "adult education." The need to make the university adequate to the radically new educational requirements implied by modern technology calls for serious thought to the reorganization of the university so that it can pull. There lies the best potential for learning to come to terms with our age. They will realize that potential when they succeed in bridging the current dichotomy between schooling and adult education with a concept of continuing education that is alive and sensitive to what will from now on certainly be a world that will stand still no longer.

The World: New Campus for the University and Adult Education, by Ralph Smuckler, Adult Leadership, Vol. 15, No. 10, April 1967.

Certainly the furtherance of these kinds of (community development) programs in the many emerging countries of Asia, Africa, the Middle East and the older but still underdeveloped countries of Latin America, present a tremendous challenge to university people who are concerned with the education of adults.

The first purpose of university international involvement, then, is to extend the service concept to the educational problems of today, the educational problems of less developed countries.

As our universities, operating as a part of our society, move to meet these challenges on a world basis, the adult education part of the university must move with equal vigor and imagination and in so doing participate actively abroad and adopt the international dimension idea within the total adult educational program at home.

The University, Adult Education and the Individual, by Armand L. Hunter, Adult Leadership, Vol. 15, No. 6, December 1966.

It should be the purpose of a university adult education program, continuing on from where other institutions and agencies leave off, and representing a lifelong learning process, to help the individual to reach a basic knowledge and understanding of himself as man, of his inner world and outer world, of life and death, of meaning and of purpose.

The primary purpose of university adult education for the individual should be a constant effort to translate the desired values into reality, no matter how difficult and impossible it may seem to be.

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